

Phonological Awareness: Setting Goals and Planning Activities

Before completing the included planner, review the media pieces, *Phonological Awareness: A Sequential Approach* and *Phonological Awareness: Developmental Continuum*, as well as the *Using a Phonological Awareness Developmental Continuum* sample material.

Examine the included sample planner for places where the teacher has integrated phonological learning into ongoing routines. In this sample plan, the teacher identified weekly learning goals for children and planned activities to provide children with practice in each of these goal areas on a daily basis. Notice how the phonological awareness goals and activities are planned at different skill levels on the developmental continuum. This enables the teacher to differentiate instruction for individual and small groups of children.

This example is meant to get you started and serve as a model. A blank form is also included. Think about how such a planner can be used or adapted to best suit the needs of your program's teaching and coaching staff.

Weekly and Daily Lesson and Activity Plans (SAMPLE)

Teacher Name: Jane Smith

Coach/Mentor Name: William Jones

Week: November 5

Unit or Theme: Animals and Their Homes

Unit or Theme: Animals and Their Homes	WEEKLY Phonological Awareness LEARNING GOALS Children will learn to: Segment words into component parts, Substitute and delete initial sounds, Blend onset-rimes, Recognize letters and associated sounds- Bb, Nn, Tt
Daily Schedule	Lesson Plans and Activities (Monday – Friday)
9:00 – 9:15 Circle and Read Aloud	Sign-in and Daily message Monday: Welcome game/song at beginning of circle: Clap syllables in name Read Aloud: "Where Does the Brown Bear Go" <ul style="list-style-type: none"> Identify /b/ sound and name words beginning with this sound Find words in the story that begin with the letter "B" Tuesday-Friday: [Complete plan would include each weekday]

<p>9:15 –10:00</p> <p>Small Group Instruction</p>	<p>Children rotate in small groups to participate in three phonological awareness activities lead by teachers and assistants using explicit instruction.</p> <p>Monday:</p> <p><u>Group 1:</u> segmenting words into syllables (rabbit, songbird, penguin, chipmunk)</p> <p><u>Group 2:</u> identifying initial sounds (build, swim, cave, fly)</p> <p><u>Group 3:</u> blending onset-rime (nest, den, pen, bat)</p> <p>Tuesday-Friday: [Complete plan would include each weekday]</p>
<p>10:00– 10:15</p> <p>Snack Time</p>	<p>Monday:</p> <ul style="list-style-type: none"> • Sound hunt: Find classroom objects that begin with the sound /t/ • Letter hunt: Find the letter “N” on milk cartons, juice boxes, etc. <p>Tuesday-Friday: [Complete plan would include each weekday]</p>
<p>10:15 – 10:45</p> <p>Outdoor Time (Gross Motor)</p>	<p>Monday:</p> <ul style="list-style-type: none"> • Sound walk • I Spy. . .something that begins with the sound /t/ <p>Tuesday-Friday: [Complete plan would include each weekday]</p>
<p>10:45-11:45</p> <p>Learning Centers</p> <p><input type="checkbox"/> Art</p> <p><input type="checkbox"/> Blocks & Manipulatives</p> <p><input type="checkbox"/> Dramatic Play</p> <p><input type="checkbox"/> Sensory:</p> <p> <input type="checkbox"/> Water table</p> <p> <input type="checkbox"/> Sand table</p> <p> <input type="checkbox"/> Other _____</p> <p><input type="checkbox"/> Science</p> <p><input type="checkbox"/> Games</p> <p><input type="checkbox"/> Books and Puzzles</p> <p><input type="checkbox"/> Computer</p> <p><input type="checkbox"/> Other _____</p>	<p>Phonological awareness is integrated into learning center activities to provide individual and small group practice for individual and informal small groups of children.</p> <p>Monday:</p> <ul style="list-style-type: none"> • <u>Art:</u> finger painting shapes, including letters B, N, T • <u>Blocks/Manipulatives:</u> using small blocks and Unifix cubes to teach segmenting/blending of syllables and phonemes • <u>Dramatic play:</u> blending words that are restaurant-themed; finding restaurant items that start or end with the same sound • <u>Water table:</u> floating and sinking objects that start with the letters B, N, T • <u>Science:</u> matching animal names that begin with the same sound, recognizing sound-symbol correspondence • <u>Table and floor games:</u> Play rhyming bingo and letter cover-up games • <u>Puzzles:</u> Help children put together sounds-alike and phoneme blending/segmenting puzzles • <u>Books:</u> Encourage children to “read” rhyming, silly sound, and alphabet books with friends • <u>Computer:</u> games focused on listening skills for children to do independently (identifying sounds, similar and different sounds, matching letters, sound lotto, etc.) <p>Tuesday-Friday: [Complete plan would include each weekday]</p>

11:45 – 12:15 Lunch Time Rest Time (Child Book Selection)	All week: The following activities are planned: <ul style="list-style-type: none"> • Identify initial sounds of lunch foods • Find the letters on snack wrappers/boxes, in the classroom, etc. The following book variety will be offered: <ul style="list-style-type: none"> • Animal (e.g., I Spy Little Animals, Zoo Animals, Annie and the Wild Animals, etc.) • Animal Homes (e.g., Where Does the Brown Bear Go, Who Lives Here, My Very First Book of Animal Homes) • Rhyming (e.g., I Knew Two Who Said Moo, Boom Chicka Chicka Boom Boom, etc.) • Alphabet (e.g., The Alphabet Tree, The Ocean Alphabet Book, etc.) • Sounds (e.g., Buzz Buzz Busy Bees, My Very First Book of Animal Sounds, The Listening Walk, etc.)
12:15 – 12:45 Outdoors (Gross Motor)	Monday: <ul style="list-style-type: none"> • Hoops – “jumping” syllables in words • Hopscotch – syllable segmentation • Going on an sound hunt – finding things that start with /m/ sound Tuesday-Friday: [Complete plan would include each weekday]
12:45 – 1:30 Learning Centers	Monday: Refer to phonological awareness activities listed under the <i>Learning Centers 10:45-11:45</i> Tuesday-Friday: [Complete plan would include each weekday]
1:30 – 1:45 Music and Read Aloud	Monday: Silly songs: Substituting first sounds to make different/silly words (“Willaby, Wallaby Wee” and “Roll That Red Ball”) Read Aloud: “Who Lives Here” <ul style="list-style-type: none"> • Identify initial sound of names of animals and their homes • Blend phonemes in animal names Tuesday-Friday: [Complete plan would include each weekday]

Phonological Awareness: Weekly and Daily Lesson and Activity Plans

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Coach/Mentor Name: _____

Week: _____

Unit or Theme: : _____

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Daily Schedule	Lesson Plans and Activities (Monday – Friday)